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ABSTRACT

This document briefly presents the rationale and a description of a K-12 model program designed to demonstrate the practical applications of career education in the State of Delaware. An outline of project activities at all grade levels, the Kent County Vocational-Technical Center programs, and district-wide activities are included. Major conclusions drawn from the yearly independent evaluations of the DOVEM program are outlined. (For detailed reports of the project see CE 000 706-9 and CE 000 737.) (KP)

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DOVEM

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COOPERATING SCHOOL DISTRICTS

MILFORD SCHOOL DISTRICT
MILFORD, DELAWARE

KENT COUNTY
VOCATIONAL-TECHNICAL
SCHOOL DISTRICT
KENT COUNTY, DELAWARE

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The Project Was Funded Through the Vocational Education Act of 1968, Part "D" Exemplary Program.

DOVEM

DELAWARE'S OCCUPATIONAL--VOCATIONAL EDUCATIONAL MODEL

AN EXPERIMENT
IN
CAREER EDUCATION

THE RATIONALE

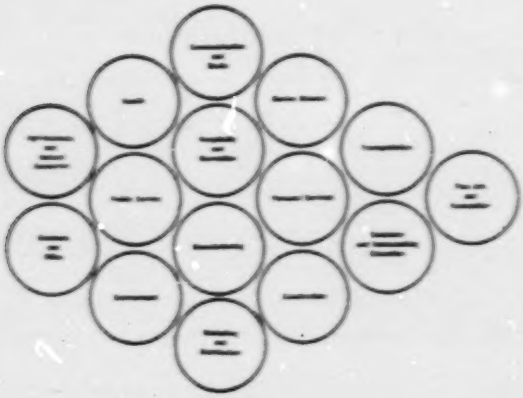
Social, economic and political change is occurring at a fast pace and the implications of this change on the educational system are becoming serious.

If man is to survive on this planet, his educational system must become futuristically oriented with curricula developed from a nonstatic data base. Because technology has caused a rate of change that is faster than the transmission of our culture from generation to generation, a giant gap has been created between what school provides and the actual needs of youth. For example, by the end of this decade eight out of ten jobs in America will not require a college degree. Today, over two million students leave the formal education system of this country each year without adequate preparation for a career. Few school systems prepare their students to make the choice upon graduation of entering the job market with a salable skill or of continuing their education. It is also evident that subject matter curriculum revisions of recent years have simply not proved successful.

It is no longer possible for parents and educators to make a legitimate distinction between academic and vocational education. Each is dependent on the other - academic education requires the processes and techniques of vocational education in order to bring meaning, realism and purpose to educational programs. Vocational education on the other hand, must use traditional academic "tools" in order to keep pace with the expanding technological requirements of business and industry.

Career Education -- a concept that is the central focus of an enlightened education system has been called by S. P. Marland, Assistant Secretary of HEW, as a "new order of education concerned with the usefullness and self realization of every individual."

THE CONCEPT



Children learn best from doing. Thanks to career education, students are exploring the opportunities life provides everyday at school. Each child draws experiences from a variety of career clusters such as Business & Office, Marketing & Distribution, Health, Agri-Business and Natural Resources, and so forth. The basics of reading, writing and arithmetic aren't forgotten. They are interwoven into concrete applications, and in this blend of the academic and the vocational, the child is better able to learn.

The Career Education concept aims to provide for individual fulfillment both now and in the future. If the concept is fully implemented, it will be possible to: 1) increase options for occupational choice; 2) expand opportunities for career development; 3) maximize achievement in all subjects at every level of the educational system; and 4) eliminate present barriers to attaining job skills.

Career Education encompasses educational experiences from early childhood when the child is provided an awareness of the world of work through the individual's productive life when his skill and knowledge need updating.

Career Education is oriented toward the future and requires total involvement and commitment from the community. In its simplest form, Career Education provides new directions for humanistic educational needs of youth and adults living and working in a time when technological changes are occurring at an ever increasing pace.

Since career education has been established as a top educational priority in Delaware, a model program was designed to demonstrate the practical applications of career education.

THE MODEL

A proposal to institute a K-12 career educational model was submitted to the Department of Health, Education and Welfare. This joint program between the Milford School District and the Kent County Vocational - Technical Center has been backed strongly by both the Governor of Delaware and the State Board of Education. The Milford School District and the Kent County Vocational - Technical Center offered qualified personnel, desirable physical facilities, a genuine local need for career education, and a demonstrated positive attitude toward the successful development of an occupational - vocational education model for the State of Delaware. The Model is designed to serve all students in all grade levels and is geared not only for non-college students, but for all students through exposure to a large spectrum of career possibilities ranging from laborer to scientist.

SCOPE OF THE MODEL

The following goals and objectives have been established for the model:

GOAL

To establish a system to serve as a model for future expansion of career education in Delaware.

OBJECTIVES

1. Broad occupational orientation at elementary and secondary school levels to increase student awareness about occupational options available in the "world of work".

2. Programs for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time they leave school.

3. Work experience, cooperative education and similar programs making possible a wide variety of offerings in many occupational areas.

4. Intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.

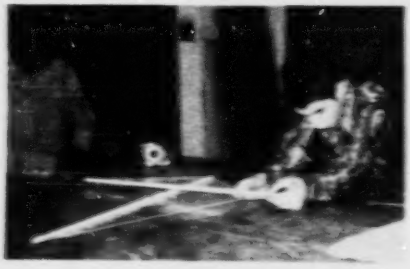
5. A continuation of successful elements of the program after federal support funds terminate.

PROJECT ACTIVITIES

Elementary Career Programs [K-4]

Emphasis is on relating classroom subjects such as mathematics and language arts, to practical applications in a variety of occupational areas. The use of resource people and field trips to help to bring the school and community together.

Workshops - Elementary Career Education Workshops provide teachers with information, skills and self-confidence necessary to implement career education concepts in their classrooms.



Middle School
Career Programs [5-8]

Industrial Arts - The Industrial Arts program includes woodworking, areas of metalworking, plastics, electricity, and instruction in the careers associated with manufacturing and construction clusters.

Home Economics - Home Economics programs in the middle school are the center of consumer and homemaking career clusters. Home economic classes investigate child development and consumer economics in addition to foods and clothing.

Career Laboratory - A Career Laboratory provides time, space, and materials to carry-out activities associated with career development in the fifth and sixth grades. Career aides are employed to assist teams in planning and carrying-out career development activities. One career education project

that has been developed includes components of a manufacturing company where students designed, manufactured, sold, and analyzed costs of a product. Another activity involving the Career Laboratory focused on a variety of careers associated with the development of a park on the banks of a local river. The interdisciplinary basis of this activity "puts to work" the conventional educational disciplines such as math, science and social studies.

Business and Office Practice - To provide an experience in the business and office cluster in the middle school, an office practice elective was established. The elective includes typing, clerical duties and associated skills offered to interested students during the middle school elective period. This activity enables the student to discover what jobs are of interest to him within this cluster.

High School
Career Programs [9-12]

Consumer Economics - The consumer Economics course is designed to provide seniors with practical information and experience in the area of consumer buying, rent, credit, insurance, income tax, and occupational planning.

Work Experience Programs - Students involved in specific vocational programs, such as business, distributive education, and diversified occupations, are given the opportunity to work at various jobs **during** the school day. Total Community involvement is the essence of this activity.

Student Intern Program - The Student Intern Program is open to seniors interested in teaching or child care and is designed to give them experience with youngsters in elementary schools. Students attend high school in the morning and travel to designated elementary schools in the afternoon where they are assigned to work with an elementary teacher. Interns are involved in activities such as small group instruction, reading, skill practice, and assisting students in individual and group projects. Activities of this nature provide student interns with experiences in the public services career cluster.

Job Placement Program - The job placement effort is designed to locate part-time and full-time employment for those students desiring employment. A full-time Job Placement Coordinator supervises the program.

An Occupational Mall, located at the Senior High School, is designed to encourage the active participation of all interested students in the various aspects of the world of work. Skills are utilized immediately upon introduction, creating a more relevant educational environment for all students and a more meaningful experience for everyone involved.

The Mall itself is an extremely innovative technique in Career Education. This facility has been designed to contain:

1. A **restaurant** manned by students for the purpose of serving the mid-day meal to the high school staff and visitors. (Hospitality and Recreation Cluster)

2. **A Motel.** A major motel chain has supplied all materials needed to furnish one motel room and lobby for student operation (Hospitality and Recreation Cluster).
3. **A flower shop and greenhouse:** (Agri-business Cluster)
4. **A "Mr. Fix-it Shop".** (Personal Services Cluster)
5. **A full service station.** (Transportation Cluster)

Art Program - The art program ties in practical arts aspect to fine arts. Students are made aware of the occupational opportunities in the Art Field by studying various occupations related to welding, decorating, stage design, etc.

Kent County Vocational - Technical Center Programs

Teachers Visiting Kent Center - Substitutes are provided to free teachers from their regular teaching duties to attend a one - day orientation visit to the Vocational Center. The teachers tour the Center and are provided with an explanation of the Center's program. This orientation is designed to make teachers aware of the myriad of opportunities available in a modern vocational education facility.

Milford Students Attending the Center - As a result of the Visitation Program, teachers, counselors and administrators gain an understanding of the purpose and scope of secondary vocational education. An evaluation of the effectiveness of this program is reflected by the fact that Kent Center's enrollment from Milford High School increased from 5 percent in 1970 to 14.5 percent in 1972.

trict - Wide Activities

ield Trips and Resource People - The project utilizes field trips and resource ple coming into classrooms. The project provides funds for transportation and stitute teachers in order to release participating teachers for community-centered d trips.

urriculum Council - The Director of Instruction, Assistant Principals of the High ool and Middle School, Elementary School Principals, and the Curriculum rdinator are involved. The Curriculum Council is designed to coordinate riculum activities at all levels within the Milford School District. The Council ets once a month under the direction of the Director of Instruction and all grams are discussed to insure correlation between schools and among personnel.

areer Guidance Program - The project has increased emphasis on vocational reness and career guidance in the school system. Funds are provided for dance materials that emphasize the concepts of career development. upational View-Deck materials are used in the high school and middle school.

ummer Opportunities Program - The program is a five-week multi-clustered eer exploration activity designed for students to explore various occupational as. Examples of these occupational areas include: Auto Mechanics, metology, Photography, and Data Processing. Many tudents in the Milford ool District have taken advantage of this program operating at the County ational Center.

areer Education Week - Career Education Week focuses on occupational reness. A career fair, poster contests, resource people, films, skits, and field s are used to convey the idea that career decisions are important and that dents have a choice in determining their future.

nter-Agency Coordination - The project staff communicates with a number of er agencies involved in employment, man-power and training. The Job cement Coordinator periodically attends meetings and conferences dealing with gram development at local, state, and national levels. The Project Director is also ontact with leaders in education and industry to insure that project activities are elated with other programs.

dvisory Committee - This committee meets regularly to be advised of the ect's activities and to provide recommendations and guidelines for overall policy conduct of the project.

EVALUATION

Each year an independent evaluation was conducted as required by the Office of Education. The purpose of the evaluation was to assit in the improvement of the program during its planning and implementation. An independent private consulting firm was engaged to conduct the series of evaluations. Major conclusions drawn from these evaluations show that the DOVEM has:

a. Created a greater motivation on the part of the student towards school attendance.
b. Tended to decrease disciplinary problems.
c. Provided the student a greater awareness of safety practices through the utilization of tools and other mechanical devices.
d. Helped the otherwise under achievers gain confidence and a sense of accomplishment.
e. Given the student a much more realistic picture of the world of work, particularly those individuals who because of economic circumstances receive little of this type of edification outside of school.
f. Stimulated the student to investigate further the conventional disciplines such as math, science and social studies.
g. Provided a situation whereby communications skills can be developed through student participation.

Other results which indicate a favorable assessment of the Program include the following:

a. Components of the model are being utilized in other school districts in the State.
b. The State has assumed the responsibility of funding the functions of the Job Placement Coordinator.
c. There has been a significant increase in the number of children attending the Vocational-Technical School.
d. Frequent requests from other States for DOVEM information.
e. An increase of participation by the community in various facets of the program.

EPILOGUE

We are in an interesting if not a critical period in the evolution of career education. Healthy dialog and argumentation are flowing from every facet of our society. Researchers, scholars, practitioners, industrialists, businessmen, labor leaders and housewives are entering the career education arena in ever increasing numbers.

Out of controversy will come mutual understanding as basis for future designs necessary to implement a major educational objective -- increasing the "cope-ability" of all individuals. Our educational system must prepare people for continual change by providing adaptation skills required to function in a non-static society.

For three years, the project staff has been working with community leaders, board members, administrators, faculty, counselors, and students in Milford School District and Kent County Vocational Technical School District to develop an operational and transportable (K-12) career education model.

Only by the broad implementation of such concepts will our educational system be able to keep pace with the changing times and remain meaningful in the truest sense of Jeffersonian Democracy.